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ABSTRACT

This paper reports a study that (1) attempted to determine the degree to which Title III ESEA programs, begun under Federal funding, have been continued since the discontinuance of Federal aid; and (2) investigated the educational changes brought about by the programs. The study focused on changes in school district programs, resources, and curriculum; no investigation was made of the effects of the study on learning, staff development, or student teaching attitudes. Study findings from interviews of project directors, district superintendents, and/or school board members of 21 projects revealed that 10 projects claimed at least a 90 percent continuation of activities. The report concludes that most of the programs have brought about changes in the kind or the level of services provided by the school, the availability of instructional materials and equipment, the instructional methods being used in the school, the curriculum, the level of faculty training, or various combinations thereof. (JF)

U.S. DEPARTMENT OF HEALTH
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TITLE III, ESEA IMPACT STUDY

by

The Bureau of Educational Research and Services

School of Education
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Title III, ESEA Impact Study

The purpose of the Title III, ESEA impact study was to determine the degree to which programs begun under federal funding have been continued since the end of federal aid and to investigate the educational changes which the programs have brought about. No attempt was made in this study to investigate effects on study learning, staff development, or student teaching attitudes. Instead the changes on school district programs, services and curriculum were of major interest.

Method

During late March of 1972 each of 21 projects which had terminated the federal funding period was visited by a student or faculty member from the Bureau of Educational Research. The visitor interviewed project directors, district superintendents, board members, teachers, principals and project personnel. Questions were asked about the success of the project, the degree of continuation, funding, dissemination and permanent changes brought about through the projects. In general, the interviews depended on information given by those being interviewed although some were given written materials explaining some aspects of the project. It is assumed that information given to interviewers was true and reasonably accurate.

In all, 14 of the 21 project directors were interviewed, 17 district superintendents were interviewed, 8 school board members were interviewed, and a total of 43 other persons including principals and teachers were interviewed. Thus an average of more than three persons were interviewed for each project. On one project, only the project

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director was interviewed.

Each interviewer wrote a report of his interview, and these reports have been combined and compiled to produce this summary.

Program Continuation

One index of program continuation is the degree to which project directors estimate that the activities carried out under Title III funding are being continued after the end of federal funding. Twenty of the 21 projects were able to give a rough estimate of the per cent of project activities being continued. The results are shown in Table I.

Table I

Estimated Per Cent of Project Activities Continued After the End of Title III Funding

Per Cent Continued	Number of Projects	Per Cent of Projects
90-100%	10	50%
75-89%	4	20%
50-74%	3	15%
25-49%	1	5%
0-24%	2	10%
Total Reporting	20	100%

As can be seen, 10 of the projects claimed at least 90 per cent continuation of activities. Seventeen of the projects or 85 per cent claimed that they were continuing 50 per cent or more of their activities.

Another indication of degree of program continuation is the amount of money being spent to continue program activities.

The amount of information on this subject varied considerably from project to project. Some projects were able to give precise budgets broken down by source of funds, some were able to give total amounts only, others could give only rough estimates, whereas two others had no information on funding at the time this report was prepared. Funding information by project is presented in Table II.

As can be seen considerable amounts are still being spent on the various projects. Seven of the projects for which information is available reported spending more per year since the end of funding than the yearly average they received under Title III, ESEA. These seven projects reported an average increase of spending of $255,870. The remaining 12 projects which reported expenditures reported an average decrease of $40,749. From the two projects not reporting we have assurances that information will be available later. Of course, there is little information as to how money is actually budgeted and spent from one project to another, nor is there information in most cases on how project costs are figured.

A third indicator of the amount of project continuation is the number of persons employed in project-related activities during the last year of Title III, ESEA compared with the present number of persons employed in project-related activities. Table III shows the net change in persons employed in project-related activities for each project.

Table II

Title III, ESEA and Post Title III, ESEA
Funding of Projects

Project Location	Title III, ESEA Funding			F.Y. 1972 Continuation Funding			
	Years	Total	Yearly Average	Local	State	Other	Total
Beloit	3	285,588	95,196	000	000	000	000
Council Grove	3	48,269	16,090				6,490*
Dodge City	3.5	422,395	120,684	45,000	20,000	15,000	80,000
Hamilton	3	284,741	94,914				83,637*
Haysville	3	231,538	77,179	15,500	2,000	000	17,500
Hugoton	4.5	80,309	17,846				31,840*
Humboldt	3.5	90,250	25,786				13,800*
Kansas City	3	385,039	128,346				253,000*
Lawrence	3	308,611	102,870				745,000*
Madison	3	434,173	144,724				92,646*
Medicine Lodge	3.5	109,967	31,419	8,000	4,000	13,000	25,000
Olathe	3	723,459	241,153	18,000	Breakdown Unknown		140,000
**Overland Park	2	221,651	110,826				
Parsons	3	287,979	95,993				50,000*
Pratt	3	387,124	129,124	216,667	433,333	000	650,000
Salina	3	531,691	177,230	150,000	380,000	000	530,000
Seaman	3	125,574	41,858	16,600	000	000	16,600
**Shawnee Mission	3	727,384	242,461				
Topeka (Health, P.E.)	3	579,495	193,165	127,500	000	000	127,500
Topeka (Reading)	3	637,741	212,580	237,000	000	55,000	292,000
Wichita	4.5	1,303,675	289,706	290,000	37,000	20,000	347,000
Total		8,206,653	2,589,150	-------	-------	------	-------
Average Per Project Reporting		390,793	123,293	102,206	87,633	10,300	184,316
Med. Per Project Reporting		308,611	110,826	45,000	3,000	000	83,637

*Breakdown of sources unknown

**Since this table was compiled, reports from Shawnee Mission indicate an expenditure of $359,000 and Overland Park an expenditure of $80,205.

Table III

Net Change in Persons Employed in Project Related Activities

Project	Net Change	Project	Net Change
Beloit	- 4.5	Olathe	0.0
Council Grove	0.0	Overland Park	Unknown
Dodge City	0.0	Parsons	- 1.5
Hamilton	+10.8	Pratt	+55.0
Haysville	- 2.0	Salina	+33.0
Hugoton	0.0	Seaman	- 1.0
Humboldt	- 0.5	Shawnee Mission	-13.0
Kansas City	- 4.0	Topeka (Health, P.E.)	- 5.5
Lawrence	- 2.0	Topeka (Reading)	- 2.0
Madison	+ 8.5	Wichita	- 2.0
Medicine Lodge	- 2.0	Median	- 1.25

As can be seen in Table III, the net personnel change ranged from a loss of 13 to an increase of 55 persons. The median change was a decrease of one and one fourth persons.

All in all, a fairly high level of program continuation appears to be taking place. In the following brief narrative reports a sketch of the continuation activities is given for each center.

USD #273
Beloit
Rural Curricular Change Agents: A project designed to use peer selected teachers as change agents in rural school systems in order to bring better educational opportunities to rural youth.

What aspects of the program continue after the termination of Title III funding?

A cooperative purchasing program including 20 school districts is still functioning. A materials center established under the Title III program is still in operation and materials may be checked out

there for use by teachers. Some teaching projects are still being carried on by individual teachers on a non-supported basis.

Teachers were informed that materials were available and how to obtain them through a newsletter issued at the first of the year.

USD #417
Council Grove
A Cooperative Program for Cultural Enrichment through Study of Latin America by Students in Intermediate Grades in Isolated Rural Communities in Kansas: A project designed to provide cultural enrichment and a broader base for international understanding and awareness of another culture.

What aspects of the program continue after the termination of Title III funding?

Slides, film strips, and audio-visual equipment are still available for use by individual teachers and schools. The district maintains the equipment. Continued teaching of Latin American culture and Spanish language continues at various levels within the several school districts involved in the program. Some additional materials are being purchased. In general, continuation now is up to individual teachers and districts. The degree to which the emphasis on Latin America goes beyond the regular curriculum is difficult to determine.

USD #443
Dodge City
A Cultural Heritage and Fine Arts Center: A center designed to assist and direct adults and youth in a quest for knowledge of the past as it relates to the present and as it influences the future.

The center continues full operation, but now must charge a fee for some of its services. The size of the staff remains the same as during Title III funding. Equipment for drymounting,

microfilming, and printing is still available, but is used infrequently now due to reduced funding. The number of materials available at the center is still expanding, but the rate of expansion is slower than during full funding. The number of visitors is 250 to 300 per month, which is less than during the funding period.

USD #390
Hamilton
Flint Hills Elementary Science Program Development Project:
A project which provides a sequence of summer workshops, inservice seminars, and local district workshops for teachers.

What aspects of the program continue after the termination of Title III funding?

The project brought about a new science curriculum which is being continued. A five day workshop was held after federal funding ended, but from now on continuation of teaching innovations will be the responsibility of principals. The schools involved are responsible for the purchase of materials used to continue the science curriculum. To the extent that teachers with adequate training can be found and maintained, the curricular aspects of the program continue. The training aspects are now left to local resources. More science teachers have been hired and additional materials have been purchased.

USD #261
Haysville
A Program to Prepare High School Students and Adults for Skilled Employment in the Aeronautics Industries: A program to provide training, instructed and administered by skilled supervisory personnel from the aeronautics industry for secondary school students in the Wichita area.

What aspects of the program continue after the termination of Title III funding?

About two thirds of the original program was in operation

during the 1971-72 school year; however, courses in air power and air frames will be dropped in 1972-73. The classroom courses in flight aeronautic plastics are being continued. Flight training for private pilots licenses and some higher level courses have been discontinued. The program staff has diminished from four to two.

About 95 per cent of the materials are still in use and enrollment in the basic courses is expected to increase by about 7 per cent during the next school year. In general, the basic courses of the program have been incorporated into the regular curriculum and funded by the school district with only a small addition of state vocational funds. The more expensive parts of the program such as flight training have been discontinued.

USD #210
Hugoton
Primary Educational Male Confrere: A program of an auxiliary man teacher working with a grade level to effect an identity element that would be expected to result in better attitudes and increased student achievement.

What aspects of the program continue after termination of Title III funding?

The male teachers brought in for the program have been retained as teachers in the school. These teachers are responsible for a classroom of their own rather than moving about as they did when the program was funded, although they still go into other teachers' classrooms for short periods. Children from fatherless homes have been assigned to these teachers where possible. A booklet describing the project is still being sent to anyone writing to inquire about the project. The project still receives visitors (about 200 per year), but part of this is due to a new modular building.

USD #258
Humboldt
Experimental Motivation in Language Arts: A project to demonstrate the use of typewriters as motivators and instructional aids for teaching language arts.

What aspects of the program continue after termination of Title III funding?

The school system has continued to use the typewriters acquired during federal funding to continue the instructional program. The program has been expanded somewhat to include third grade students. With the exception of one part-time teaching assistant, all staff positions have been retained. In short, the project has been essentially integrated into the regular school program.

Dissemination has continued through the showing of a film strip "All the Children are Poets" and through presentations about the project by the project director and students involved in the project to interested groups. The project director has also given talks in other states.

USD #500
Kansas City
Wyandotte County Program for Retarded: A project to develop a comprehensive and complete "continuum of training" for moderately and severly mentally retarded children, and to provide aid in meeting special problems and needs of families with retarded children.

What aspects of the program continue after the termination of Title III funding?

The full program is being continued with state and local funding the staff is down to 26 members from 30 during federal funding, but the professional staff has increased from 5 to 7. The number of students served has increased from 100 in the first

year to 140 during 1971-72. All equipment and materials are presently being used. The program has been expanded to include a paper and can recycling center where students can work and provide a useful service. Newsletters have been continued for dissemination, and evluation of student accomplishment and staff is presently in progress. In short, this program is continuing to operate and even expand.

USD #497
Lawrence
Lawrence Remediation and Achievement Center and Services: A project to provide special services to students, parents, and school personnel. The services include diagnosis and remediation of problems which interfere with learning processes and the provision of innovative techniques and materials for teachers.

What aspects of the program continue after termination of Title III funding?

The center is continuing on about 70 to 80 per cent of its original funding. Local funds and state special education funds now support the program. In-service teacher training has been reduced, but only new teachers now need training. The personnel for the diagnostic center have been reduced from three counselors to two and from three social workers to one. Open space classes and individualized instruction are still being continued, and some aspects of group counseling are being continued in the elementary school. Modular scheduling exists in the elementary school but not in the junior high school. The Quest program continues with some modification. Differential staffing is used and some peer teaching continues. Ungraded classes continue in the junior high school and to some extent in the elementary school. In conclusion, the Title III program made some permanent changes in the school system and the new junior high school was built around concepts developed by the

Title III program.

USD #386
Madison
A Cooperative Program for the Cultural Enrichment of Students in Isolated Rural Communities in Kansas: A program providing mobile services and programs bringing cultural opportunities to rural areas in music, art, and drama.

What aspects of the program continue after termination of Title III funding?

The mobile program with itinerant art, music and drama teachers has been discontinued since termination. Materials purchased under Title III remain available, and expendi res for music and art supplies have been increased since funding ended. A net increase of two music teachers and six and one half (FTE) art teachers has occurred in the various participating districts since the end of funding. Trips to cultural events have increased since the end of the mobile programs. There has been an increase in student participation in band, orchestra, and the Topeka symphony program. In general, there seems to be some carry over and integration of the original program into the curriculum. There is an increased emphasis on and interest in music and cultural events.

USD #254
Medicine Lodge
A School Museum Project for Improving the Understanding and Appreciation of the Fine Arts in Elementary and Secondary Schools: A mobile museum to bring original examples of art from an outstanding museum collection to the schools and communities of south central Kansas to serve as a basis for innovative programs in fine arts.

What aspects of the program continue after termination of Title III funding?

The activities of this project have been continued and expanded to a year round operation. This is primarily due to the

Kansas Cultural Arts Commission which supplies over half of the present budget. Schools where the mobile unit travels now pay for this service. 95 per cent of the materials are being used. Although the staff has been reduced from four to two, it is believed that the museum reaches as many or more people as it did during federal funding. Recently the project received coverage in a national magazine, and the Kansas Cultural Arts Commission has given news releases to all other art commissions in North America.

USD #233
Olathe
Educational Modulation Center: A project to provide for a rural to semi-rural areas: development of materials for remediation; supplementary education services; educational team structure, utilization of demonstration and diagnostic classroom for in-service and pre-service training; and summer camp programs for remediation and evaluation.

What aspects of the program continue after termination of Title III funding?

The modulation center continues to operate, providing diagnosis of learning problems, prescriptive solutions, materials and itinerant teachers. Since Title III funding ended an additional school district has been added to the project participants. The number of children served has increased from 280 to 800 since funding ended, and new materials continue to be added. Over 2000 persons visited the project last year and the project disseminates ideas through EPDA sponsored workshops.

USD #512
Overland Park
Learning Innovations for Teaching: A program to assist classroom teachers in identifying children with learning disabilities of a perceptual nature and to select and/or develop remedial programs for instruction; to prepare classroom teachers for such tasks as identification and remediation through extensive in-service programs.

What aspects of the program continue after termination of Title III funding?

About 90 per cent of the program is continuing under a reorganized administrative procedure. Materials continue to be used at a 100 per cent rate and new materials have been added since federal funding stopped. Dissemination continues through workshops, speaking appearances, and mailings of new materials. This is a project that started in one elementary district and now has expanded to an entire large unified district. It has served as a model for many other programs.

USD #503
Parsons
Labette County Educational Improvement Center: A program to provide assistance in curricular planning, development, and implementation; organize and produce in-service programs and workshops; provide basic adult education programs for the community; and provide direction for elementary school curriculum.

What aspects of the program continue after termination of Title III funding?

All aspects of the project are being continued although available funds are about 5/7ths of the last year of Title III funding. Full time production of films has been curtailed, and the staff has been reduced to two technicians. About the same number of students are involved as formerly, and all materials are still available for use. The tape library is expanding, and a larger television station covering several counties in southeast Kansas has been

proposed. The project continues to loan or reproduce at cost tapes to other schools and some coverage from news media continues.

USD #382
Pratt
Child Personnel Service Center, Better Educational Services Today: A project providing direct services to children in the form of psychological evaluation, conferences with parents and teachers, follow-up procedures, guided reading, and examinations for reading and hearing. Consultative service is provided to assist those in charge of exceptional children.

What aspects of the program continue after termination of Title III funding?

This program has been decentralized and continued by five "cooperations" which resulted from the original project BEST. It is difficult to compare, but the funds have been increased about four fold, and staffing has probably increased about six fold. Materials have been increased to some extent and more direct services to children are being offered. Dissemination continues in the form of bulletins to member school districts, news media coverage, and staff speaking engagements. National dissemination of news letters is planned.

USD #305
Salina
Central Kansas Diagnostic and Remedial Education Center: A project to improve educational programs for children with educational handicaps, assist the classroom teacher to improve her skills in working with children, provide a program of information to other adults interested in children with learning problems, and act as a demonstration center for school personnel from other geographical areas.

What aspects of the program continue after termination of Title III funding?

The complete program - remedial and diagnostic center, mobile

laboratories, and center staffing have continued. The budget has grown almost three fold from the federal funding period and the staff has expanded to 42 positions from only 9 under Title III funding. Two new districts have been added to the project, although the parochial schools have withdrawn for financial reasons. The number of referrals increased from 430 to 530. All materials are still in use. All phases of the project except the mobile units have been expanded. Services include classes for mentally retarded children and school psychological services. Some $24,000 were budgeted for new materials. There is an intention to expand the function and equipment of the mobile units provided funds can be found.

Evaluation of the project is continuing and has been expanded. Time-motion studies, teacher feedback and cost effectiveness studies are underway. Dissemination takes place through periodic reports to the controlling board, and principals report to their own districts.

USD #345
Seaman
Outdoor Education: A program to give youngsters an opportunity to learn about nature firsthand.

What aspects of the program continue after the termination of Title III funding?

All aspects of the project are being continued except the volume has been somewhat reduced. The staff has been cut to one half time position versus one and one half time positions previously. The number of students involved was about half of that during Title III funding. All the materials are being used, but not as

much as formerly. The campsite has been improved by clearing brush and marking trails. Little or no evaluation is taking place.

The state conservation offices have expressed interest in the Seaman project and set up meetings to urge other schools to model the program. The summer program equals or exceeds the funded program. The school district plans to increase the budget for the program next year.

USD #512
Shawnee Mission
A Cooperative Instructional Center Focusing on Clinical In-Service Education to Improve Language Arts Instruction in Fourteen Kansas Elementary School Districts: The program provides clinical in-service training in language arts for new and experienced teachers of the primary grades in teaching language arts, particularly emphasizing the development and refinement of new approaches in this area of the curriculum.

What aspects of the project continue after termination of Title III funding?

This program has not been continued as such, but some residual effects exist. Language arts materials and video tapes assembled during the project continue in use. An in-service training program with a full time coordinator now is in operation. An informal reading inventory developed under the project has become part of the regular reading program.

USD #501
Topeka
A Reading Clinic, Centers, and Services: A comprehensive reading facility to diagnose student reading disabilities, prescribed and supervised suitable regimes of remediation for children; and to serve as an in-service training program for teachers including a year-long practicum for prospective remedial reading teachers.

What aspects of this program continue after the termination of Title III funding?

This project continues with increased funding. In-service

programs continue, but they are now on the teachers' own time. The program provides reading teachers and a psychologist to the public schools. Although private schools can no longer participate in the project, the student involvement remains at about the same level because of expansion of services within the school district. Materials are still in use and have been increased since the end of federal funding. The project has been expanded with the aid of Title I and Title IV money. A high school program has been developed, 16 learning disabilities teachers have been added and teacher aides have been trained.

The project continues to receive television and newspaper coverage. Slide presentations which outline the goals and the objectives of the project are given to various groups. The project serves as a resource for technical assistance to public schools and university level research projects. The number of visitors to the project has increased significantly (from about 30 to 200) since federal funding ended.

USD #501
Topeka
Health, Physical Education, and Recreational Services in Elementary Schools: A comprehensive school health, physical education, and recreation program for elementary and secondary school children; also, a pilot project for demonstration of such programs to elementary teachers of Kansas.

What aspects of this program continue after the termination of Title III funding?

This program was phased out briefly in 1969 when federal funds ended, but due to the work of a parents committee. Funding required enabling legislation from the legislature. Approximately 80 per cent of the program is now being continued. It is estimated

that 90 per cent of the materials have been maintained and are in use. Students in the parochial schools are no longer in the program and dissemination and evaluation activities have stopped.

USD #259
Wichita
Special Education Service and Resource Center: This project was to provide evaluative and diagnostic services to facilitate proper educational placement and therapy of handicapped youth; to supply supportive services to enable handicapped children and youth to receive appropriate educational or training programs; and to discover effective child-study and child-adjustment procedures for handicapped children and youth.

What aspects of the project continue after the termination of Title III funding?

This project continues at about 3/4ths of its original funding level. Services to outlying districts and parochial schools continue but have been reduced to reflect the minimal funds received from these districts. 90 per cent of the staff has been retained, and about three fourths as many students receive services compared with the last year of Title III funding. All materials continue in use, and some new materials have been added.

Representatives of other school districts continue to visit the project. Lists and catalogues of materials are available.

Changes Effected by Projects

Following is a summary of answers to the question, "What changes were brought about as a result of this project?"

Beloit - Teachers, especially the "peer selected" teachers, have developed more favorable attitudes towards change and innovation in curricula and methods. Rapport between teachers and principals

has been strengthened and teachers are now seen as a resource for ideas rather than just a group to be enlightened by outside "experts." A purchasing cooperative is still in operation, and a materials laboratory is still operated by the Beloit school district.

Council Grove - Audio visual resources and materials dealing with Latin American culture have been substantially increased. Thus teachers have more materials to work with. Teacher awareness of the usefulness of resource persons and guest speakers has been increased.

Dodge City - A permanent resource for the teaching of Kansas history has been produced. At present the center offers about 8,000 books, 5,000 films, 2,500 records and tapes, and 400 rolls of microfilm on the history and heritage of Kansas and the Old West. The center has also published three books and developed kits of "discovery" materials for use by teachers. Summer workshops are offered. About 94 per cent of the Kansas school population have used some of the materials from the center.

Hamilton - The science curriculum has been changed, and the experimental curriculum has now become the established curriculum. A number of teachers, trained in the new curriculum now exists as a teaching resource. Project SOCKEM is considered to be a result of this project.

Haysville - An ongoing program of vocational instruction in aeronautics industries has become an integral part of the curriculum. Adult interest in aeronautics has been stimulated as evidenced by enrollment in adult classes and participation in the Civil Air Patrol.

Hugoton - The male teachers who participated in the project have been

retained and remain as a teaching resource. The effects on student achievement and self concept have not been demonstrated, but these effects may be ongoing and long range.

Humboldt - Students did extra work and made significant achievement gains as a result of using the typewriters in the program. The program continues to operate; therefore, these benefits may be expected to continue.

Kansas City - An ongoing program to provide educational services for retarded children has resulted from the Title III program. An increased awareness and concern for the retarded by the community is evidenced by the willingness to continue support and growth of the program through increased local support.

Lawrence - A diagnostic center continues to operate. Open space classes and individualized instruction are being used, and some group counseling is continuing. Title III funds enabled the new junior high school to be built under the "open space" concept. An innovative spirit spread through the school personnel in the system and to other systems. A trades program grew out of the discontinued rural center concept.

Madison - The music and art programs have been strengthened. Participation in activities such as band and orchestra has been increased, and interest in and participation in outside cultural events has been increased.

Medicine Lodge - This program has brought and continues to bring art objects to children and adults in an area of the state where opportunities for direct experience with art are minimal. The project

has received credit for stimulating the development of a school art program in Medicine Lodge. The public's interest in art has been stimulated as evidenced by attendance at the displays and willingness to devote funds to continuing the program.

Olathe - In addition to providing diagnostic and prescriptive teaching services to many children, an ongoing program to disseminate ideas and train teachers in diagnostic and prescriptive teaching skills now exists. Various aspects of the project have been adopted in at least seven other locations.

Seaman - This project has resulted in an ongoing program of field trips and outdoor activities. Student awareness of nature has increased, and cooperation among students has improved. The general public and teachers have become more favorable toward field trips.

Shawnee Mission- The Shawnee Mission schools have continued to develop an in-service training program under a full time coordinator. The Informal Reading Inventory is now a regular part of the reading program. Contact with nationally recognized speakers resulted in new knowledge and attitude for teachers involved. Equipment purchased under Title III continues to be used for teaching.

Topeka (Health, Physical Education) - A health and physical fitness program was developed, materials were developed, equipment was purchased, and teachers received training in utilizing these new resources.

Overland Park - This project has resulted in an ongoing program of screening and identification of child learning problems and failure prevention. Of 350 students helped by the center, only 39 were later referred for special education.

Parsons - An extensive library of television tapes has been built up for use by the schools in the district and by other schools as well. In addition the television programming has altered the curriculum, encouraged the use of the discovery method in science teaching, and upgraded the quality of teacher preparation.

Pratt - All schools in the original project BEST became members of some special education cooperative. School districts are beginning to cooperate in other areas as well. The attitude of teachers and parents toward exceptional children has become more positive. Permanent programs exist to provide comprehensive special education services and programs.

Salina - The Title III program has resulted in a continuing cooperative center for special education services which serves several districts. Prior to the program, special education services were very limited or not in existence. Public and teacher awareness of the problems of exceptional children was greatly increased.

Topeka (Reading Clinic) - The project has influenced the selection of books and reading materials used by the schools. Professional consultation has been provided to teachers, and evidence exists that the mean reading level has increased in some schools. The project continues to offer reading services and consultation to the schools.

Wichita - The project has resulted in an ongoing program which provides materials, services, and consultation for special education. Many of the schools in the outlying areas had virtually no special education services prior to the program.

As can be seen from the preceding narrative, many changes have come about which promise to be long term improvements in curriculums, programs and services. In many cases, special programs now are in operation which were formerly nonexistant. Especially in the area of special education, comprehensive programs have been developed which promise to be ongoing.

Problems Encountered by Projects

Several types of problems encountered in implementing programs were reported often enough to be of interest. One problem was the difficulty locating qualified personnel to carry out the project. In some cases, there was very little time to recruit between the time of approval of the project and the starting time for the project.

Several projects reported an initial lack of teacher support for the project. Sometimes this was due to lack of understanding of the nature of the projects and inadequate communication to the teacher of the projects' purposes and mode of operation. Occasionally there was resentment or jealousy towards the teachers who were involved in the project by teachers who were not. In most cases, teacher acceptance and cooperation improved after enough time elapsed so that teachers could become more familiar with the project. Four projects cited lack of administrative support and cooperation as a problem. This seemed to stem not so much from resistance or obstructionism but from indifference toward the project.

A serious problem for some projects was the uncertainty of federal funding and its lateness in some cases. Some projects

operated for several months on the previous year's budget estimates only to find funds had been cut. This affected planning and gave staffs an insecure feeling.

A number of mechanical and logistical problems were reported. The difficulty of transporting and maintaining special equipment, the difficulty of training personnel to use special equipment, and problems in scheduling and sharing equipment were cited. Several programs covered large geographical areas. These were difficult to administer and made communication difficult. It was often difficult to share supplies and equipment on an equitable basis. Community support, equipment and material use, and general knowledge of the program tended to be higher near program centers than in outlying areas.

Some programs cited problems in communicating with parents about the project, but most felt that they had good community support. Other problems cited were finding adequate facilities, taking personnel away from other needed tasks, and evaluating the project.

Summary

This study did not take into account long and short term effects of the Title III projects on teachers and students. However, the interviews revealed that most of the programs have brought about changes in the kind or level of services provided by the school, the availability of instructional materials and equipment, the instructional methods being used in the school, the curriculum, the level of faculty training, or combinations of these changes.

To the extent that such changes in the system improve instruction, students may be considered to have benefited from the Title III programs, and to the extent that features of these programs have become institutionalized, students will continue to receive benefits.

Many of the programs reported that certain features of their project had been adopted by other school districts in Kansas or by districts in other states, and all had received visitors and letters of inquiry about the projects; however, few projects kept an accurate account of visitors and letters, and it was often impossible for the persons associated with the project to know to what extent adoption was taking place in other schools. Usually, requests for information were not followed by letters from the requesting agency describing how project information was being used. Perhaps a careful system of visitor registration and follow up questionnaires sent out by the projects would obtain such information, but the costs of doing so would have to be weighed against the benefits received.

Hopefully, future improvements in program evaluation and more careful and complete systems of record keeping will make the impact of Title III programs easier to assess in the future.